



Interaction: Lesson 6 (9-12)

Interaction: Build Relationships:

Treat Others with Respect
Communicate Effectively
Seek Out and Offer Help When Needed

Example Practices That Address Relationship Skills:

- Engage families and community members
- Model effective questioning and responding to students
- Plan for project-based learning
- Assist students with discovering individual strengths
- Model and promote respecting differences
- Model and promote active listening
- Help students develop communication skills
- Demonstrate value for a diversity of opinions

The Goals:

As an Arkansas graduate, I am:

- An effective cross-cultural communicator
- An active listener
- A supporter of others

Personal Competency Addressed: In high school, I can:

- ☐ Evaluate how societal and cultural norms affect personal interactions
- ☐ Present myself professionally and exhibit proper etiquette for setting (e.g., class, work, social)
- ☐ Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward
- ☐ Plan, implement, and evaluate participation in a group project
- ☒ Define social networking and its impact on my life
- ☐ Identify consequences of safe and risky behaviors
- ☐ Reflect up on my personal role in applying and responding to peer pressure
- ☒ Develop understanding of relationships within the context of networking and careers
- ☐ Explain benefits of setting limits for myself and others
- ☐ Identify my role in managing and resolving conflict (e.g., staying calm, listening to all sides, being open to different solutions)
- ☐ Apply conflict-resolution skills to de-escalate, defuse, and resolve differences
- ☐ Identify how all parties in conflict might get their needs met (win-win)
- ☐ Listen to and acknowledge another's perspective and rationale

Learning Objectives:

I can define "Social Networking" in the technology world.

I can define "Social Networking" in the physical world.

I can recognize the importance of "Social Networking" in both the physical and technological world as it pertains to my ability to build relationships and interact with others.

I can implement "Social Networking" in both the physical and technological world as it pertains to my ability to build relationships and interact with others.

Materials and Preparation:

- [Pre-Assessment Kahoot](#)
- Personality Slide - with [Personality Slide Activity](#). (This can also be done on a posterboard)
- [Six Conversation Starters](#)
- [Twenty Seconds of Insane Courage](#) - We Bought a Zoo (Length - 1:32)
- [Simon Sinek Q & A: How Do Cell Phones Impact Our Relationships](#) (Length - 12:57)
- Device and internet access for digital material

Key Vocabulary:

- **Physical “Social Networking”**: the use of the environment to create interaction with others or to find people with similar interests of oneself
- **Self-Analysis (for Optional Lesson)**: a systematic attempt by an individual to understand his or her own personality without the aid of another person
- **Social Distance**: the degree of acceptance or rejection of social interaction between individuals
- **Technological “Social Networking”**: the use of dedicated websites and applications to interact with other users, or to find people with similar interests to oneself

Introduction (7 mins):

Use the [Pre-Assessment Kahoot](#) and go through each slide and discuss the difference between physical and technological “social networking”. Allow the students to discuss why they think one of the slides is or isn’t an image that represents “social networking”.

FOR EACH QUESTION ALL ANSWERS ARE SELECTED TO BE CORRECT SO THEY WILL NOT GET AN ACCURATE SCORE, because each image in some form is a “social networking” platform.

Goal: The goal of this activity is to have the students realize the impact BOTH methods of “social networking” are needed and beneficial in building relationships. ALSO, understand that too much of one can lead to “social distance”.

Lesson Activities (30 mins):

Each student will create a personality slide or poster. For the poster, encourage students to use personal photos of individuals or events they enjoy and participate in (NO PHOTOS OF THEMSELVES SHOULD BE USED) and design it to represent them. Encourage students to use photos of other friends, family, pets, hobbies, favorite celebrities, fashion, sports, or any image that represents them. **INSTRUCT THEM TO NOT USE PHOTOS OF THEMSELVES.**

Students MUST be limited to one slide/poster; once completed, have them share it with you in order to create a class slideshow. Once again, STUDENTS SHOULD NOT HAVE A PICTURE OF THEMSELVES OR THEIR NAME ON THE SLIDE.

After all students have completed and you have created the slide show, then play the slide show and have students see if they can guess which student in class is represented by each slide. You can do this with any format of guessing, but I encourage you to have students, WITHOUT TALKING, write down their guess as you go through the entire slide show and then discuss later.

At the conclusion of the activity, type the students name on their slide in the slideshow and share it back to

each student.

IF YOU ARE NERVOUS ABOUT WHAT A STUDENT MIGHT DO WITH YOUR SHARE SLIDESHOW, insert a blank slide between each slide with the name of the student who the previous slide represents, therefore, you will not have to share it back to them for self assessment. **It is encouraged to go through all of the slides without names first, then replay the show with the names.**

Guided Practice (7 mins):

Now that students have self assessed their knowledge of the physical representation of the students in their class through the slide show, we will practice the physical “social networking”. Encourage the students to choose one person they do not know very well in class and instruct them to have a one-on-one conversation using the [Six Conversations Starters](#) below.

1. When is your birthday?
2. What is your favorite type of music or favorite band/singer?
3. What is your favorite hobby?
4. What was your first day of school like this year?
5. What was the best or worst day of your life that you can remember?
6. What do you think happiness is?

This is a fun movie clip about conversation starting [Twenty Seconds of Insane Courage](#) - We Bought a Zoo (Length - 1:32)

Independent Work Time (10 mins):

This time can be designated to the creation of their personality slide/poster.

Differentiation:

For teachers or classrooms not equipped for technology, students can do this activity on a physical poster, turn this in to the teacher, ONCE AGAIN WITHOUT A NAME ON THE FRONT OF IT, and the teacher can put them up around the room for the assessment. Then students can guess by a number of methods, one can be using post-it notes by putting their name on the front and their guess on the back. This can be a fun way to see how each person guesses.

Assessment:

At the conclusion of the one-on-one conversation time, bring students back to whole-group and have them discuss the nature of the 6 questions. During this time, the teacher can assess their ability to identify which question came from a physical “social networking” setting or technological “social networking” setting. The goal for this assessment is for students to be able to identify both settings and also develop an understanding of the importance of both.

Review and Close (3 mins):

For a fast closing, you can have students share a conversation that they had with a student they met in class during the Six Conversation Starters activity.

For an extensive closing you can use this video [Simon Sinek Q & A: How Do Cell Phones Impact Our Relationships](#) (Length - 12:57) about the effects social media has on creating real relationships and have the

students discuss this openly or journal their responses.

Optional Activities:

- This is an [Enneagram Test](#) that can be used in addition to the personality slide. From this site each student will receive 3 numbers of the enneagram personality. Have them choose the one they feel best describes them and they can put that number on their slide. ALSO, they can choose images that might represent the words or situations described in the Enneagram Results as part of their slide.

Intervention/Support:

An intervention/support idea could be an extension of time for the one-on-one conversation time by letting students come in to continue this time during lunch or setting up an opportunity for students to share their lunch times together with students they do not know from your class.

Enrichment/Extension:

For an extension activity you can use this [Simon Sinek Q & A: How Do Cell Phones Impact Our Relationships](#), which is also listed in the Review and Closing section for an extensive closing. You can show the video on the effects social media has of creating real relationships and have the students discuss this openly or journal their responses.

Teacher Self-Care:

Volunteer in the community in a way that is meaningful, energizing, challenging, and inspiring to you.

Sources:

“20 Seconds of Insane Courage”. *YouTube*. Published by Rtt143. May 3, 2016.

www.youtube.com/watch?v=mqE-yAfYAhw&feature=youtu.be.

“Simon Sinek Q & A: How Do Cell Phones Impact Our Relationships”. *YouTube*. Published by aealearningonlinelive. September 2, 2015.

<https://www.youtube.com/watch?v=R0xYCy2eft8&feature=youtu.be>

Æon, Marshall. “The FAST Enneagram Test.” *Enneagramtest.net*, 2020, enneagramtest.net/.

Teacher Reflection:

To Ask with Students:

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we’ve done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?